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Identifying presumptive life events addressing school dropout a step up to surge employability & Indian GDP by plummeting school dropout

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Abstract

In the present scenario, when purposeful education and employability have become capricious global issues, it becomes mandatory to address these vital aspects. The present research is a purposeful study that included school-cum-household level inquiry. Attitude and opinion surveys were conducted with school dropouts, parents and teachers. Subjects included 100 school dropout children, boys as well as girls between 6-18 years of age, from varied socio-demographic profiles. It was evident that most of the school dropouts hailed from the rural areas particularly from families exceeding 9 members. The objective of this paper is primarily to contribute to the understanding of the relationship between education, employment and national development. Its goals have been to provide tools to assess the impact of employment-intensive growth and to enable a transition from research to policy outcomes. Education and Employment are our long term objectives via identifying individual child's cognitive and natural abilities, during the foundation stage of his life to develop and provide child centered training and facilitate children complete their schooling.

Keywords: Education, Employability, School Dropouts, Cognitive & Natural Ability, National Development.

Introduction

India today faces some grave challenges economically. Unemployment, underemployment, poverty and unequal distribution of wealth being few of them. Nothing other than rectifying the low literacy rate can present solutions to almost all these problems. Further literacy also reduces the economic inequality and reduces the income disparity, all of which India faces today. Literacy rate is one of the key indicators of the economic situation in a country as increased literacy rate leads to enhancement of a country's human capital. Literacy also provides better employment prospects and gives a higher socio-economic status. Increased literacy rate also leads to decreased population growth rate and thus a country's resources better shared among less people. Thus literacy rate is given its due importance in this paper as a key to India's prosperity. This paper attempts to study the impact of literacy on economic growth and population growth and also how all the three variables are related to each other. By doing so, there is an attempt made to understand the key challenges which India faces today and highlight the importance of addressing those challenges as they could potentially turbo-change prosperity of the country. Providing elementary education for all, with an ever-burgeoning population, has not been an easy task. The dropout rate gives an indication about the wastage of school education and tends to undermine benefits of increased enrolments. Indicators such as dropout rate or school attendance rates qualitatively supplement the use of enrolment indicators to capture the flow aspect of educational attainment in any context. Though the dropout rate at national level for India has been declining, there is considerable regional disparity in the magnitude. The dropout rate increases cumulatively with level of education. Many children, who enter in schools, are unable to complete education and multiple factors are responsible for their dropping out of school.

School Dropout- A Lurid Situation

The problem of dropout has been continually troubling the primary education system.

Dropout does not mean mere rejection of school by children. It leads to wastage of the funds invested in school buildings, teachers' salaries, equipment, textbooks and so on. It also means the existence of some deficiencies in the organization of the primary education system. The subject of 'dropout' or 'wastage' has been studied in India and other countries over decades. To adjust the system of education to the social, economic and cultural circumstances of the children and their community requires a people-oriented administration. Also, teaching-learning techniques need cultural adjustments so as to be more pupil-oriented than teacher-oriented as they happen to be at present in our country. Decentralization of administration to the level of villages or at least a block of villages has to be considered seriously and systematically if universal primary education is to materialize. It is evident that the responsibility for educating a child lies jointly with the school, the home and the community. Also, the quality of learning taking place in the school as reflected in the behaviour of the children needs to be assessed by the school as well as the parents together through formal and informal means. In fact, applying corrective measures for retention of children in the school demands co-operation and involvement of parents as a pre-requisite.

The research in-hand has been carried out to study the socio-economic development. The fact that one of the main reasons for non-attendance and dropout is the ill-health of the children caused by ignorance of hygiene and inadequate availability of health services. A large number of rural children suffer from malnutrition. Greater participation of primary health centres and sub-centres in promoting health programmes for the poorer sections in the villages, and particularly for children, may reduce the dropout caused by ill-health. Ultimately, one has to admit that the problem of dropout is not connected simply with school-related problems such as disinterested teachers and school infrastructure. In the rural communities, it is poverty, ignorance, superstition and cultural constraints, particularly relating to girls that obstruct schooling. It may be possible to address these problems if government seeks the help of non-government organizations dedicated to the cause of health-education and poverty alleviation. Also, micro-level development planning from an integrated health and education standpoint may help evolve alternative systems of access to school and retention of all types of children in primary education. Attention to local contexts and a rational view of dropout may help achieve the goal of universal primary education fairly early.

Dropout persists: Despite vital attempts meant for retention

Although the country has made impressive achievement in the elementary educational sector, but the flip side is that there are problems relating to dropouts, low levels of learning achievement and low participation of girls and other disadvantaged groups. There are still habitations in the country without schooling facility within a kilometer. Coupled with it are various issues like inadequate school infrastructure, poorly functioning schools, high teacher absenteeism, large number of teacher vacancies, poor quality of education and inadequate funds? Various schemes were launched in pursuance of the emphasis by the Govt. with the aim of improving human and physical resources available in primary schools of the country despite of which dropout persists.

The awful scene witnessed- A Review

Rural schools are generally at a disadvantage. This is true for school infrastructure in the first instance. Because of budgetary constraints, there is a growing tendency to mobilize local resources for building schools. This had led to a dual system: the public authorities keep the responsibility for school construction in the urban areas and local communities are given the same responsibility in rural areas. Schools in the rural areas clearly do not have the minimum equipment required for an effective teaching / learning process actually to take place. Ensuring at least minimum material resources for all these schools is therefore an absolute priority for the educational policies of these districts. Improving quality of education is essential and would help curb dropping out of children from school but would not be possible if this condition is not fulfilled. The poor quality of schools is regularly quoted as another factor which negatively affects the demand for education. And this poor quality of schools indirectly influences school drop outs because it leads to the discouragement and demotivation of pupils. Pupils' home environment certainly plays a role in school failure and dropping out of children. The fact, that children have to help with work inside and away from the house; and health problems. Analysis of school withdrawals shows that teachers consider lack of parental support to be the main reason for failure at school resulting in drop out. These problems cannot be solved if contacts between parents and schools is almost non-existent. Such contacts need to be promoted also in order to break the vicious circle whereby defeatism of certain teachers echoes and sustains the discouragement of some pupils and parents.

For the school to yield better results, it is necessary to break out of this vicious circle whereby parental discouragement is met with teacher defeatism. Moreover, it must be accepted that it takes time to change habits and traditions, and consequently one must reason in terms of stages. In the immediate term, the most urgent task is probably simply to make the school more welcoming for the students. Despite efforts to incorporate all sections of the population into the Indian education system, through mechanisms such as positive discrimination and non-formal education, large numbers of young people are still without schooling. There is some evidence that the economic returns to education are important determinants of school continuation.

Method

This research is a purposeful study that included a school-level inquiry and a household level inquiry. Attitude and opinion surveys were conducted with teachers, parents, school dropouts. Information was also attained regarding the facilities available which have a marked effect on schooling. Besides, supplementary information was collected from the subjects and their families.

Sample Selection

Purposive sample selection was followed to target the school dropouts. Subjects included 100 school dropout children, boys as well as girls between 6-18 years of age, from varied socio-demographic profiles. The sample selection was confined to Chandigarh and Mohali.

Procedure

The first step included sample selection and then, rapport was formed with the subjects, their families and teachers &

school authorities (where they used to study prior to withdraw their schooling). Planned as well as clinical interview and observation method was followed. A Performance stating the life events was used during the interview process.

Results and discussion

Table 1: Percentage of school dropout by household characteristics

Variable	Categories	Percentage
Place of Residence	Urban	12
	Rural	88
Household Size	1 to 4 members	9
	5 to 8 members	43
	9 and above	48
Number Living Children	1 – 2 children	6
	3 to 5 children	45
	6 and above children	49
Sex of Household Head	Male	94
	Female	6
Land Holding	No Agriculture Land	56
	less than 1 hectare	18
	1 to 5 hectares	16
	5 and above hectares	10
Standard of Living Index	Low	96
	Medium	4
	High	0

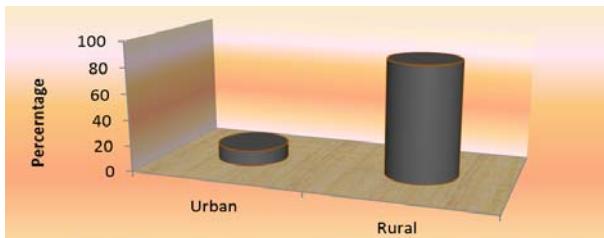


Fig 1 . Place of residence contributing to school dropout

It is evident that most of the school dropouts hailed from the rural areas.

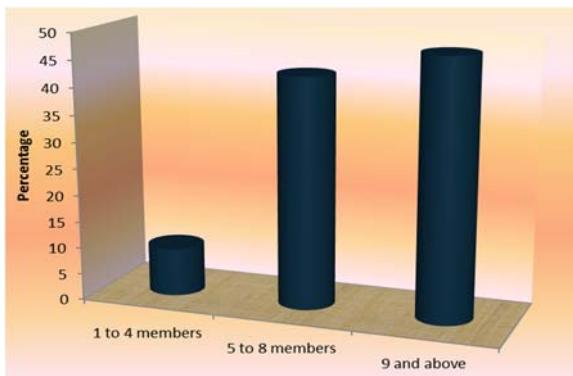
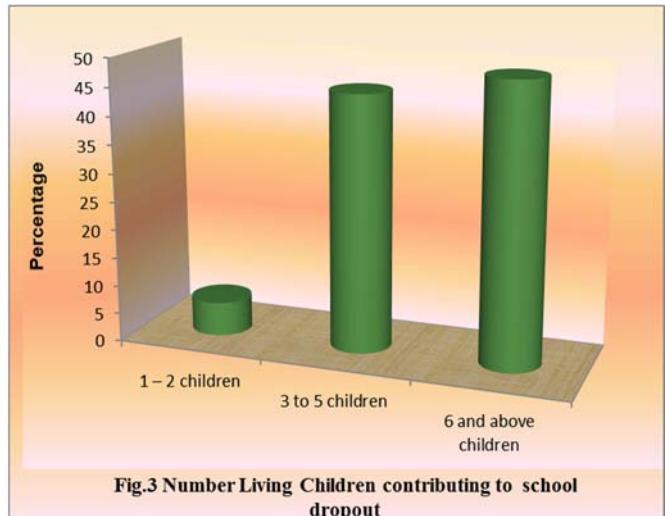


Fig.2 Household Size contributing to school dropout

It is evident that most of the school dropouts hailed from families with over 9 members.



It is evident that most of the school dropouts hailed from families with over 6 children.

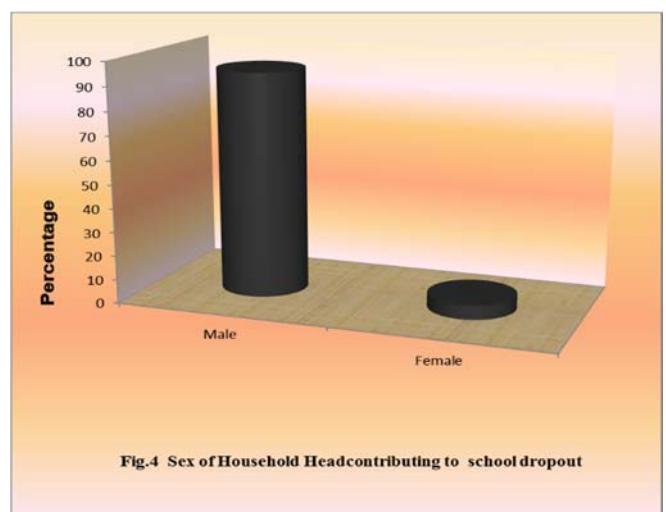
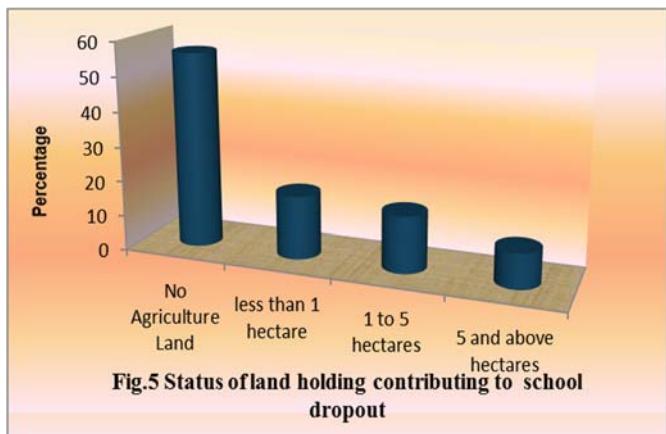
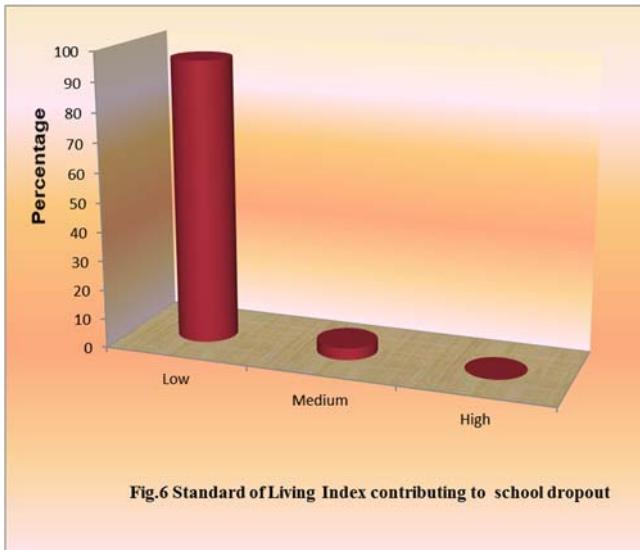


Fig.4 Sex of Household Head contributing to school dropout

It is evident that most of the school dropouts hailed from families with male household head



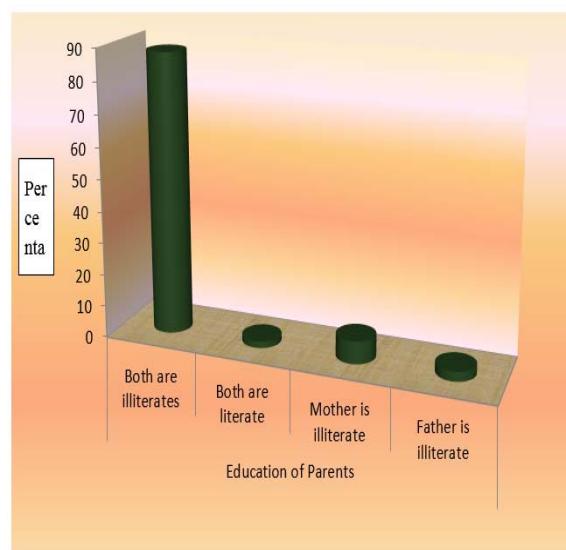
It is witnessed that most of the school dropouts were landless



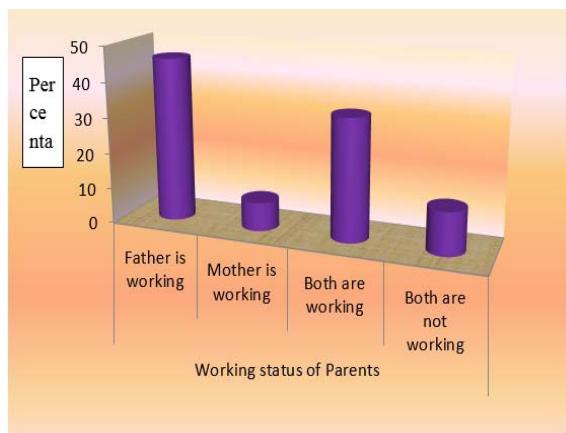
It is evident that most of the school dropouts belonged to low class

Table 2: Percentage of school dropouts by selected parental characteristics

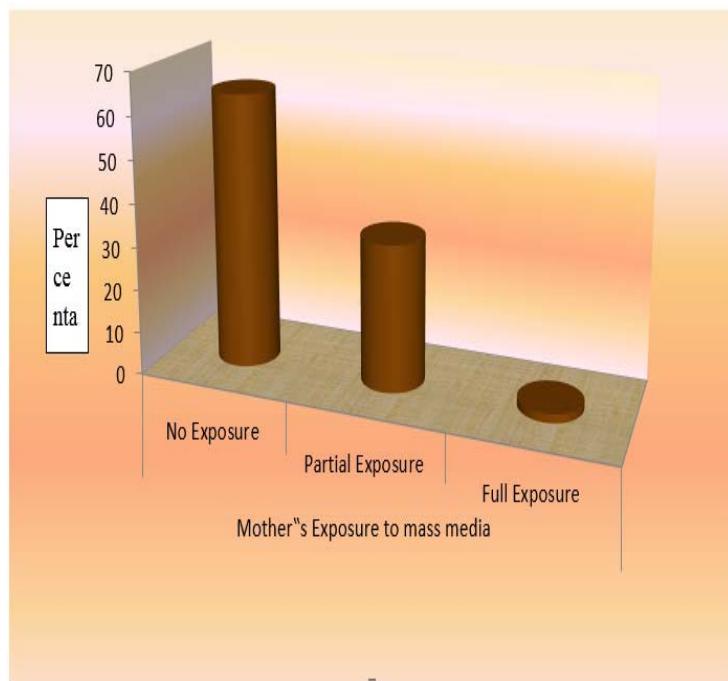
Factors	Categories	Percentage
Education of Parents	Both are illiterates	88
	Both are literate	2
	Mother is illiterate	7
	Father is illiterate	3
Working status of Parents	Father is working	46
	Mother is working	8
	Both are working	34
	Both are not working	12
Mother's Exposure to mass media	No Exposure	64
	Partial Exposure	34
	Full Exposure	2



Both the parents of most of the School dropouts were illiterates



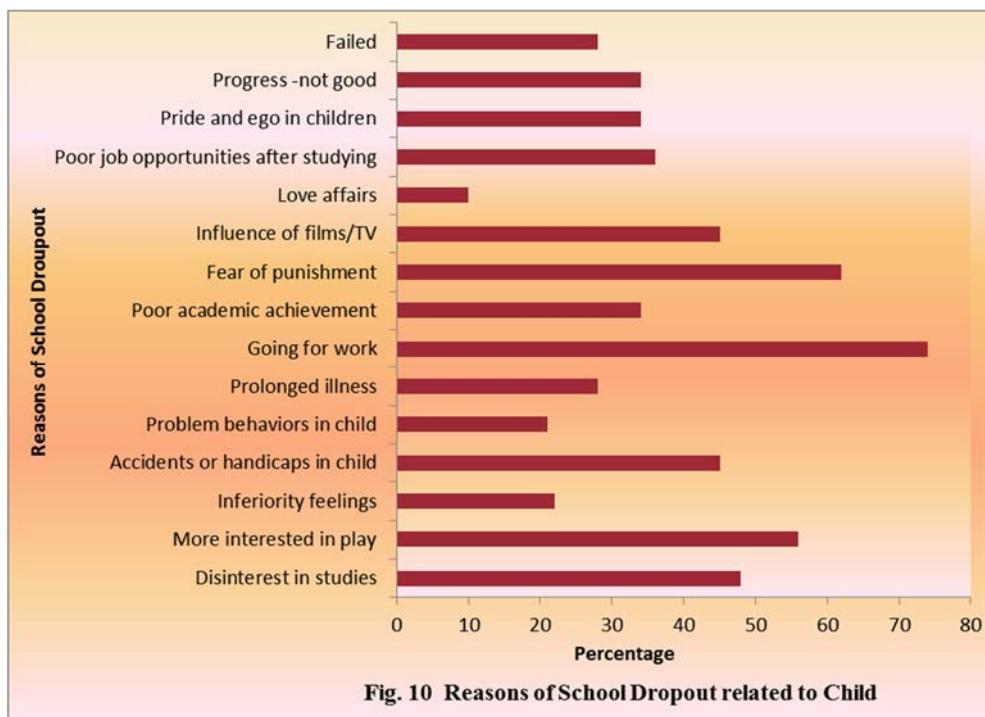
In less than half of the families of the School dropouts, both the parents were working



Mothers of most of the School dropouts were not allowed exposure to mass media

Table 3: Reasons of School Dropout related to the Child

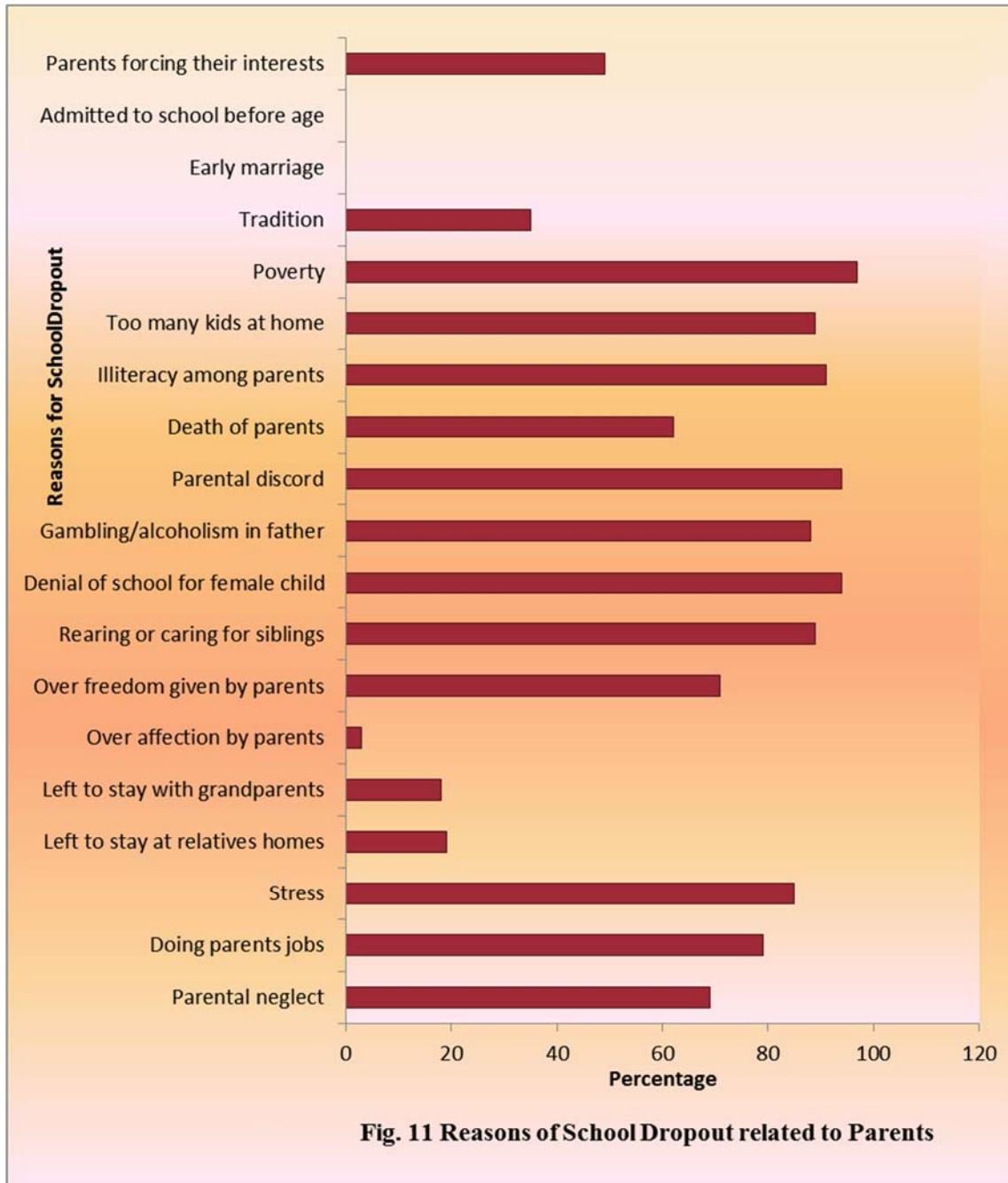
	Percentage	Reason mentioned as per the percentage of Children		
		Below 25%	26-75	Above 75%
Disinterest in studies	48		1	
More interested in play	56		1	
Inferiority feelings	22	1		
Accidents or handicaps in child	45		1	
Problem behaviors in child	21	1		
Prolonged illness	28		1	
Going for work	74			1
Poor academic achievement	34		1	
Fear of punishment	62		1	
Influence of films/TV	45		1	
Love affairs	10	1		
Poor job opportunities after studying	36		1	
Pride and ego in children	34		1	
Progress -not good	34		1	
Failed	28		1	

**Fig. 10 Reasons of School Dropout related to Child**

The main reason of the school dropout as related to the child was the fact that he/she has to work and earn for the family

Table 4: Reasons of School Dropout related to the Parents

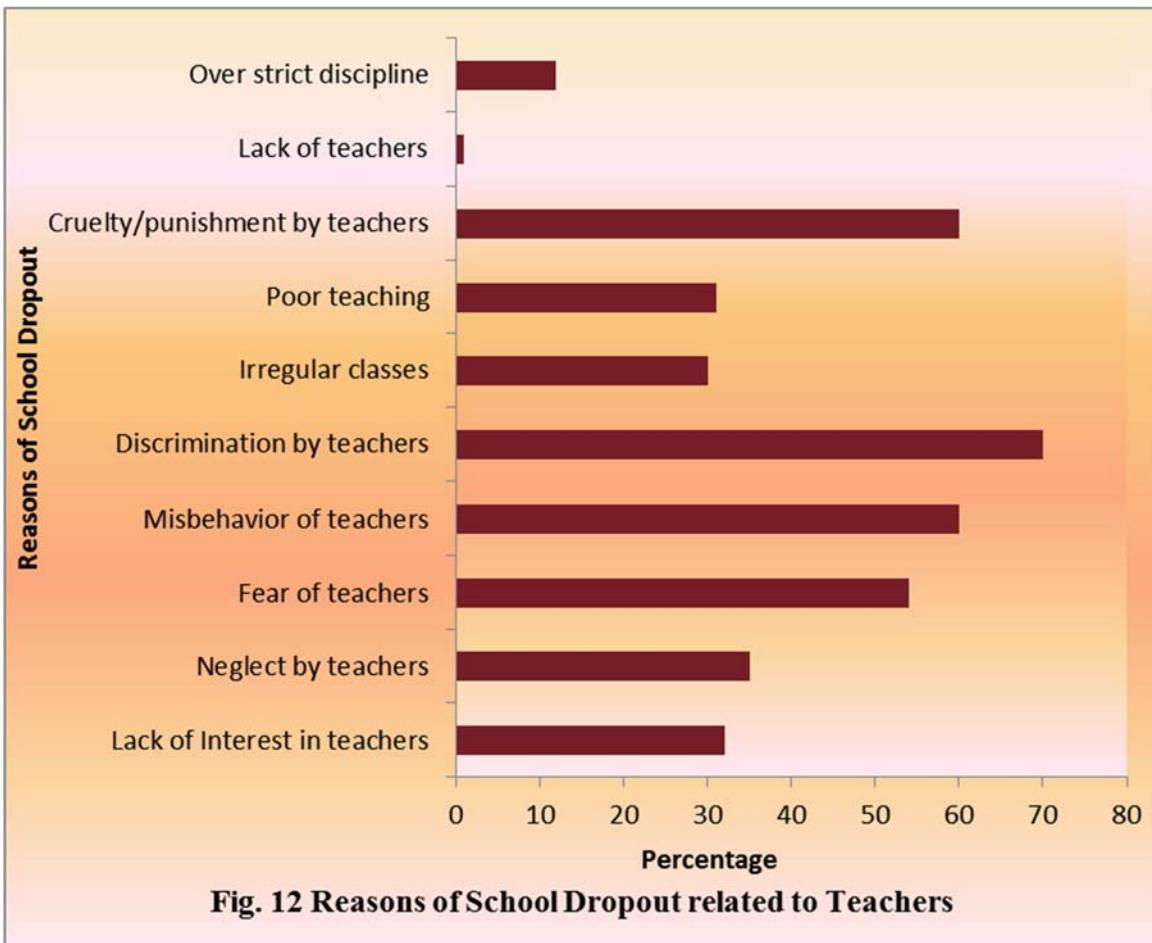
	Percentage	Reason mentioned as per the percentage of Children		
		Below 25%	26-75	Above 75%
Parental neglect	69		1	
Doing parents jobs	79			1
Stress	85			1
Left to stay at relatives homes	19	1		
Left to stay with grandparents	18	1		
Over affection by parents	3	1		
Over freedom given by parents	71		1	
Rearing or caring for siblings	89			1
Denial of school for girl child	94			1
Gambling/alcoholism in father	88			1
Parental discord	94			1
Death of parents	62		1	
Illiteracy among parents	91			1
Too many kids at home	89			1
Poverty	97			1
Tradition	35		1	
Early marriage	0	1		
Admitted to school before age	0	1		
Parents forcing their interests	49		1	



The main reason of the school dropout as related to the parents/family was the monetary issue.

Table 5: Reasons of School Dropout related to the Teachers

		Reason mentioned as per the percentage of Children		
	Percentage	Below 25%	26-75	Above 75%
Reasons related to the Teacher				
Lack of Interest in teachers	32		1	
Neglect by teachers	35		1	
Fear of teachers	54		1	
Misbehavior of teachers	60		1	
Discrimination by teachers	70		1	
Irregular classes	30		1	
Poor teaching	31		1	
Cruelty/punishment by teachers	60		1	
Lack of teachers	1	1		
Over strict discipline	12	1		



The main reason of the school dropout as related to the teacher was discrimination and cruelty on her/his part.

Table 6: Reasons of School Dropout related to the School

	Percentage	Reason mentioned as per the percentage of Children		
		Below 25%	26-75	Above 75%
Financial reasons	91			1
Long Distance	60		1	
School -primary (further education not available)	32		1	
Fear of school	35		1	
School atmosphere not conducive	35		1	
Unhygienic school surroundings	36		1	
Poor school maintenance	36		1	
Lack of toilets at school	80			1
Faulty system of examinations	28		1	

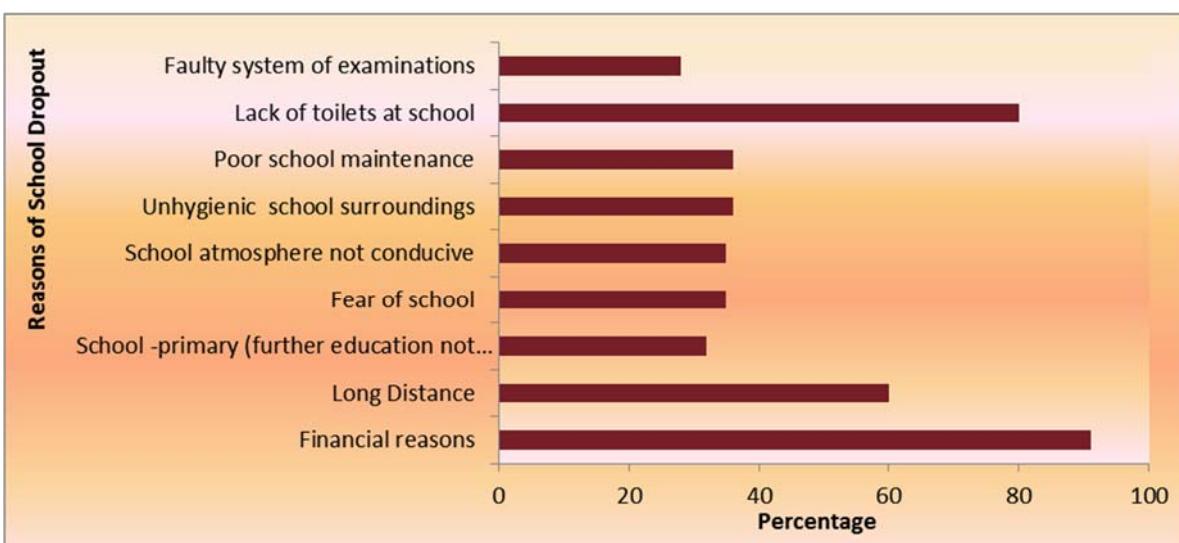
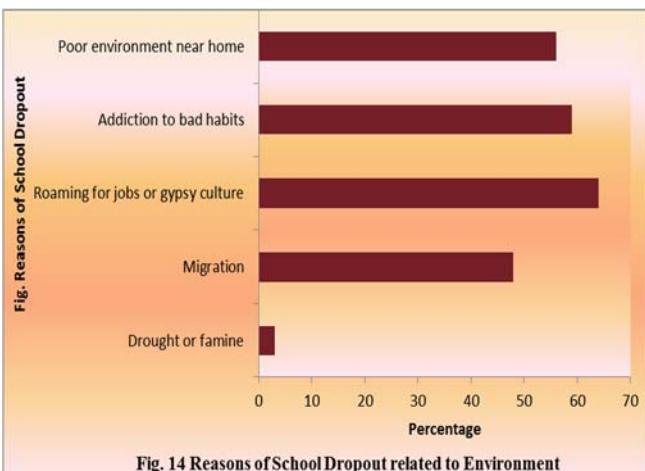


Fig. 13 Reasons of School Dropout related to School

The main reason of the school dropout as related to the school were unaffordability and lack of toilets in schools

Table 7: Reasons of School Dropout related to the Environment

		Reason mentioned as per the percentage of Children		
	Percentage	Below 25%	26-75	Above 75%
Drought or famine	3	1		
Migration	48		1	
Roaming for jobs or gypsy culture	64		1	
Addiction to bad habits	59		1	
Poor environment near home	56		1	

**Fig. 14 Reasons of School Dropout related to Environment**

The main reason of the school dropout as related to the environment was dawdling followed by addiction, poor environment of home and migration.

Conclusion

It was notified that the most prominent reasons for the school dropout were poverty, parental discord, denial of school for girl child, financial reasons, illiteracy among parents, too many kids at home, rearing or caring for siblings, gambling/alcoholism in father, stress, lack of toilets at school, doing parents jobs and going for work. The objective of this paper has been to contribute to the understanding of the relationship between education, employment and national development. Its goals have been to provide tools to assess the impact of employment-intensive growth and to enable a transition from research to policy outcomes. We intend to identify the weak children in school, and work towards curbing school dropout. Shri Arjun Singh, Minister of Human Resource Development has also stated regarding modifications required to the National Policy on Education 1986, which we intend to work for. As a team, we strive to decrease the drop out of school going children.

The key points noticed are expressed as

1. It is evident that most of the school dropouts hailed from the rural areas.
2. It is evident that most of the school dropouts hailed from families with over 9 members.
3. It is evident that most of the school dropouts hailed from families with over 6 children.
4. It is evident that most of the school dropouts hailed from families with male household head
5. It is witnessed that most of the school dropouts were landless
6. It is evident that most of the school dropouts belonged to low class
7. Both the parents of most of the School dropouts were illiterates
8. In less than half of the families of the School dropouts, both parents were working
9. Mothers of most of the School dropouts were not allowed exposure to mass media

10. The main reason of the school dropout as related to the child was the fact that he/she has to work and earn for the family
11. The main reason of the school dropout as related to the parents/family was the monetary issue.
12. The main reason of the school dropout as related to the teacher was discrimination and cruelty on her/his part.
13. The main reason of the school dropout as related to the school were unaffordability and lack of toilets in schools
14. The main reason of the school dropout as related to the environment was dawdling followed by addiction, poor environment of home and migration.

The inevitable follow up

1. To find out Statistical value of dropouts and absenteeism in each standard
2. To enlist Cause analysis of the dropout problem with emphasis on dropouts by caste and gender.
3. Comparative analysis of village, school and family characteristics with disparate educational profiles effecting dropouts and absenteeism
4. Societal, parental and institutional factors that contribute towards enrolment and retention of primary school children with gender differentials.
5. Crucial Factors that result in dropout of school children.
6. To examine the societal, attitudinal and socio-economic environment associated with high dropout rates of girls at various levels of elementary school education.
7. Interventions necessary for improving retention and reducing absenteeism at different levels.
8. To find out the statistical value, if there is a correlation between the girl literacy level of a village and the drop-out rate among the girl students.
9. To find out the statistical value, if there is significant difference in the village/school characteristics between high and low drop out regions.
10. To find out the statistical value, if there is a significant effect of parents' educational level, socio-economic status of the family, and other family characteristics in causing drop outs.
11. To find out the statistical value, if there is an increase in drop-out rate with progressively higher standards of class.
12. To find out the statistical value, if there is an effect of gender and caste variables on school drop outs.
13. To find out the statistical value, if there is a relationship between retention and school related factors.
14. To find out the statistical value, if opportunity costs of sending children to school, especially girls are prohibitive.
15. To find out the statistical value, if there are attitudinal, societal and socio-economic causes for drop out among girls.
16. To find out the statistical value, if student absenteeism is a substantial problem in the schools.
17. To find out the statistical value, if teacher absenteeism is a substantial problem in rural schools.

Taking up the responsibility, as a mission starter, we intend to organize Awareness-fit camps, Counseling, Seminars and Extension Education with a long term plan for "Education to all" to materialize by minimizing the reasons of dropout. We intend to target those prone to dropout pertaining to rural areas, making them aware of population explosion, its long term effects, curbing child labour and addiction and encouraging girl education. Teacher training must be ameliorated and refined. Counseling ought to be available to all and a strong rapport is to be long lasting for factual outputs.

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